



National Child Care Information Center

A service of the Child Care Bureau



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EARLY CHILDHOOD LITERACY RESOURCES for POLICY-MAKERS and EARLY CHILDHOOD INSTRUCTORS

The following is a sample of publications by researchers and specialists in early childhood and language development or sponsored by Federal agencies or national organizations with access to experts in emerging and early literacy.

■ “Promoting Language and Literacy in Early Childhood Care and Education Settings” (April 2004), a *Research Brief*, prepared by Child Care and Early Education Research Connections (CCEERC), summarizes *Promoting Language and Literacy in Early Childhood Care and Education Settings: Literature Review* (September 2003) by Tamara Halle, Julia Calkins, Daniel Berry and Rosalind Johnson, published by CCEERC. The brief looks at promising practices, dissipating effects of interventions, methodological issues, the need for further research, and policy issues. This resource is available on the Web at <http://www.childcareresearch.org/discover/viewPdfFile.jsp?resourceId=3261&type=.pdf>.

■ “Laying the Groundwork for Literacy” (March 2004), in *Educational Leadership* Vol. 61, No. 2, by Dorothy S. Strickland and Timothy Shanahan, notes that until now, there has been no synthesis of research on the topic of early literacy development in children from birth through age 5. The National Early Literacy Panel (NELP), which is currently in the process of providing such a synthesis, presents its preliminary findings about specific skills and abilities that affect early literacy development. Eleven variables qualified as predictors of literacy: alphabet knowledge, concepts of print, environmental print, invented spelling, listening comprehension, oral language/vocabulary, phonemic awareness, phonological short-term memory, rapid naming, visual memory, and visual perceptual. The authors also suggest specific preschool activities that will help develop these needed skills. Additional information is available on the Web at http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/200403/toc.html.

■ *Prekindergarten Benchmarks for Language and Literacy: Progress Made and Challenges to be Met* (2003), by M. Susan Burns, K. Midgette, Deborah Leong, and Elena Bodrova, published by the National Institute for Early Education Research (NIEER), looks at three prekindergarten language and early literacy benchmarks and examines whether existing benchmarks serve as a comprehensive framework for building a curriculum that effectively stimulates literacy growth. It also explores whether the assessment of the progress of preschool children toward language and literacy competence can be based on the expectations that are reflected in content benchmarks. This resource is available on the Web at <http://nieer.org/resources/research/prekinderLLbenchmarksburns.pdf>.

■ *Promoting Language and Literacy in Early Childhood Care and Education Settings: Literature Review* (September 2003), by Tamara Halle, Julia Calkins, Daniel Berry and Rosalind Johnson, published by the Child Care and Early Education Research Connections (CCEERC) examines the existing research on promoting language and literacy development in early childhood care and education settings. It provides definitions of emergent literacy, summaries of important syntheses that have already been conducted, an overview of the current policy landscape, and the criteria used to select studies for review. It then provides a summary of key findings from the studies reviewed and tabled at the CCEERC Web site, as well as lessons gleaned from the research. This resource is available on the Web at <http://www.childcareresearch.org/discover/viewPdfFile.jsp?resourceId=2796&type=.pdf>.

■ *Early Literacy Assessment Systems: Essential Elements* (June 2003), by Jacqueline Jones, Educational Testing Service, describes how assessment can support policy, teaching, and learning of those literacy skills that are the key determinants of individuals' future educational success. This resource is available on the Web at <http://www.ets.org/research/pic/earlylit.pdf>.

■ *Good Start, Grow Smart, the Bush Administration's Early Childhood Initiative* (September 2003), compiled by the National Child Care Information Center (NCCIC), lists the full text version of *Good Start, Grow Smart*, which describes the Bush Administration's early childhood initiative. It also includes materials presented at the Child Care Bureau, Administration for Children and Youth (ACYF) Region VI Pre-conference Forum in Dallas, Texas, on January 21, 2003. The Forum provided State Child Care Administrators, ACYF Regional staff, and others an opportunity to focus on their State's strategic planning and long-term goals related to the *Good Start, Grow Smart* initiative. The NCCIC resource also includes selected State Early Learning Guidelines and materials for Early Childhood Educator Academies held in 2002 and 2003, organized by the Child Care Bureau and the U.S. Department of Education. The Academies provided information to assist States in developing or strengthening the voluntary early learning guidelines on literacy, language, and pre-reading skills activities for children ages 3 to 5 that align with State K-12 standards that are required under *Good Start, Grow Smart*. This resource is available on the Web at <http://nccic.org/pubs/goodstart/gsgs-intro.html>.

■ *Head Start: Curriculum Use and Individual Child Assessment in Cognitive and Language Development* (GAO-03-1049) (September 2003), by the U.S. General Accounting Office (GAO), conveys information provided during briefings on May 15, 2003 and June 6, 2003 to staff of the House Committee on Education and the Workforce. It reports on the extent to which Head Start programs have made progress in meeting performance standards for cognitive and language development; the extent to which local Head Start programs' use of curricula has changed since the performance standards for children's cognitive and language development were issued; and the extent to which local Head Start programs have used teacher mentoring and individual child assessments to support curriculum planning. Data mainly reflect Spring 1998 and Fall 2000 Head Start program operations and monitoring data from 2001-2002. This resource is available on the Web at <http://www.gao.gov/new.items/d031049.pdf>.

■ "Research Update: The Head Start Family and Child Experiences Survey (FACES): What Are We Learning about Program Quality and Child Development?" (Winter 2003), in

Children and Families, by Ruth Hubbell McKey, published by National Head Start Association, gives updated information about the *Head Start Family and Child Experiences Survey (FACES)*, a comprehensive study that examines child development, classroom quality, parent perceptions and experiences, and staff characteristics, knowledge, and opinions. Data are now available on the 1997 and the 2000 groups of children, so it is possible to compare how the program and children are changing over time. In terms of child outcomes, it measures gains in vocabulary and letter recognition. Information is provided on classroom quality for specific curricula, and *Creative Curriculum®* and *High/Scope®*, widely used in Head Start, had significantly higher average quality scores compared with other curricula. This resource is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/faces/nhsa/nhsa_faces_w03.pdf.

■ *Access for All: Closing the Book Gap for Children in Early Education* (2002), by Susan B. Neuman, Donna C. Celano, Albert N. Greco, and Pamela Schue, published by the International Reading Association (IRA), details a study of child care centers across the United States which found that there is a lack of quality books in many child care centers, and that many States do not have clear guidelines for using books to create literacy exposure in child care settings and prekindergarten classrooms. However, it finds that there are States that have set up clear and consistent guidelines and rules regarding early literacy instruction, and there are numerous professional organizations that are pushing to close the book gap. For additional information, contact the IRA at 302-731-1600 or on the Web at http://marketplace.reading.org/products/tnt_products.cfm?Subsystem=ORD&primary_id=171&product_class=IRABOOK&action=Long.

■ *Early Head Start Benefits Children and Families* (June 2002), by the Head Start Bureau, U.S. Department of Health and Human Services, examines the benefits of Early Head Start for 3,000 children and families at 17 sites. Half the children received Early Head Start services, while the other half were randomly assigned to a control group that did not receive these services. Children were assessed at 14, 24, and 36 months old. Early Head Start programs produced significant, positive impacts on standardized measures of children's cognitive and language development. Programs choosing different approaches to serving families achieved different patterns of success. Programs were characterized according to the options they offered families: center-based, home-based, or mixed. Mixed-approach programs demonstrated the strongest pattern of impacts for the families they served. These programs consistently enhanced children's language development and aspects of social-emotional development. Implementing the *Head Start Program Performance Standards* early and fully is important for maximizing impacts on children and families. Programs that enroll families during pregnancy, or early in the child's life, have the greatest chance to affect change. The broad impacts on child development, combined with changes in parents' support for language and literacy, provide a foundation that subsequent programs can build on to continue the Early Head Start gains. This resource is available on the Web at http://www.acf.dhhs.gov/programs/core/ongoing_research/ehs/4pg_pamphlet.pdf.

■ *A Framework for Examining Book Reading in Early Childhood Classrooms* (2002), by David K. Dickinson, Allyssa McCabe, and Louisa Anastasopoulos, published by the Center for the Improvement of Early Reading Achievement (CIERA), presents a comprehensive framework for examining book use in early childhood settings, including the following dimensions: the

book area; the amount of time provided for book reading; integration of books into the broader curriculum; the nature of the book reading events; and the nature of the home-school connection with respect to book use. Data from four studies conducted in New England are used to assess the quality of book use—each dimension shows significant evidence of the need for improvement in how books are used in preschool classrooms. This resource is available on the Web at <http://www.ciera.org/library/reports/inquiry-1/1-014/1-014p.pdf>.

■ *Handbook of Early Literacy Research* (2002), by Susan B. Neuman and David K. Dickinson, published by the Guilford Press, brings together leading authorities to provide a comprehensive account of current knowledge in the field of early literacy. It addresses broad questions about the nature of emergent literacy, summarizing current knowledge on cognitive pathways, biological underpinnings, and the importance of cultural contexts. It examines various strands of knowledge and skills that emerge as children become literate, as well as the role of experiences with peers and families. The book devotes particular attention to the challenges involved in making classrooms work for all children, including members of linguistic and ethnic minority groups and children living in poverty. For additional information, contact The Guilford Press at 800-365-7006 or on the Web at http://www.guilford.com/cgi-bin/cartscript.cgi?page=edu/neuman.htm&cart_id=233677.23854.

■ *Preparing Our Teachers: Opportunities for Better Reading Instruction* (2002), by Dorothy Strickland, Catherine Snow, Peg Griffin, M. Susan Burns, and Peggy McNamara, published by the National Academies Press, outlines what classroom teachers need to know and what they need to be able to do to give children in preschool through 4th grade the essential opportunities to become good readers. It discusses what teacher education programs need to do to train teachers to be good teachers of good readers, and it looks at what schools and school districts need to do to keep their teachers up to date for teaching reading. Material in this book is based on information from *Preventing Reading Difficulties in Young Children*. *Preparing Our Teachers* (1998) is available on the Web at <http://www.nap.edu/books/0309074452/html/>.

■ *Reading Leadership Academy Guidebook* (2002), by the U.S. Department of Education and the Partnership for Reading, collects the presentations and resources that formed the basis for the Reading Leadership Academies that were sponsored by the U.S. Department of Education in January and February, 2002. Based on the knowledge, experience, and expertise of reading researchers, program experts, Federal program officials, and technical assistance providers, it summarizes concepts from the reading research that suggest the most effective ways to develop, implement, and support a reading program from preschool through 3rd grade. It presents information on five key topics: effective reading instruction, reading programs, professional development for teachers, instructional leadership, and accountability and assessment. It includes information on the Reading First and Early Reading First programs. Excerpts and materials from key presentations on reading instruction and related issues such as assessment, professional development, and leadership are available on the Web at <http://www.nifl.gov/partnershipforreading/presentations/index.html>. For additional information, contact the National Institute for Literacy EdPubs at 800-228-8813 or on the Web at <http://www.nifl.gov/partnershipforreading/>.

■ *What Research Reveals: Foundations for Reading Instruction in Preschool and Primary Education* (2002), by Susan B. Neuman, U.S. Department of Education, presents research on the development of literacy. This development of literacy is described for three age groups: (1) the beginning years (i.e., birth through preschool); (2) kindergarten; and (3) the primary grades. In the beginning years, the most important activity for building the understandings and skills essential for reading success appears to be reading aloud to children. A central goal during these preschool years is to enhance children's exposure to print. In kindergarten, knowledge of the forms and functions of print serves as a foundation from which children become increasingly sensitive to letter shapes, names, sounds, and words. In the primary grades, instruction takes on a more formal nature. This resource is available on the Web at <http://www.acf.hhs.gov/programs/ccb/policy1/current/ACF118/wrr.pdf>.

■ *Beginning Literacy with Language: Young Children Learning at Home and School* (2001), by David K. Dickinson and Patton O. Tabors, published by Paul H. Brookes Publishing Company, describes the language and literacy development of 74 young children from low-income families who took part in the Home-School Study of Language and Literacy Development carried out since 1987. The analyses are focused on the preschool to kindergarten period, a critical time for preparing children for later literacy achievement. Across the different chapters, various authors document and clearly describe three critical connections that occur for preschool children: (1) the reciprocal relationship between language development and early literacy, (2) the link between home and school, and (3) the blend of research and real life. The authors present examples of actual children, families, and teachers in preschool classrooms and homes. For additional information, contact Paul H. Brookes Publishing Company at 410-337-9580 or on the Web at <http://www.brookespublishing.com/store/books/dickinson-479x/index.htm>.

■ *Developing and Supporting Literacy-rich Environments for Children* (2001), by Jerlean Daniel, Theresa Clarke, and Mark Ouellette, National Governors Association (NGA), notes that early reading success is a strong predictor of academic success in later grades and that the early childhood years are critical ones for literacy development. This issue brief defines literacy rich environments and discusses what actions State policy-makers can take to support these environments such as raising public awareness, providing resources and information, improving professional development, and increasing access to literacy rich environments. It covers children from birth to age 8. This resource is available on the Web at <http://www.nga.org/cda/files/IB022401LITERACY.pdf>.

■ *Growth in Children's Literacy Skills in Head Start and Early Elementary School: Implications for Preschool Curricula* (2001), eds. Nicholas Zill, Gary Resnick, and Kevin O'Donnell, Administration for Children and Families, U.S. Department of Health and Human Services, uses longitudinal data from a national sample of 1,613 children in the Head Start *Family and Child Experiences Survey (FACES)* to test three hypotheses: (1) children who leave preschool with more developed language and decoding skills will do better in elementary school and be further along the path to reading by the end of kindergarten; (2) the amount of benefit children derive from a preschool program is directly proportional to the quantity and quality of language-related activities in the program; and (3) children who have received less language

stimulation at home stand to gain more from literacy-related activities in preschool. Children participated in Head Start for the first time during the 1997-1998 program year. The *FACES* child assessment appraised children's cognitive and perceptual-motor development in areas such as word knowledge, letter recognition, and knowledge of book and print conventions. The majority of children who entered Head Start came into the program with early literacy skills that were less developed than those of most children of the same age. Children showed significant gains in vocabulary and early writing compared to national norms in both Head Start and kindergarten. Although younger children who spent a second year in Head Start showed further increases in their average raw scores on three literacy-related tasks, they showed less gain or no gain with respect to national norms. Children who finished Head Start with more developed vocabulary and writing skills scored higher on assessments of these skills at the end of kindergarten. *FACES* results lend support to the three hypotheses. This resource is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/faces/postconference.pdf.

■ “Literacy Behaviors of Preschool Children Participating in an Early Intervention Program” (2001), *CIERA Report* No. 2014, by Kristin L. Sayeski, Kathleen A. Burgess, Robert C. Planta, and John Wills Lloyd, published by Center for the Improvement of Early Reading Achievement (CIERA), examined the teacher-reported early literacy behaviors of 2,759 at-risk, preschool children who participated in a early intervention preschool program supported by the Commonwealth of Virginia. Two hundred and forty preschool teachers completed the *Literacy Competence Checklist* for all children in their classes. Early or “emergent” literacy skills were divided into six areas: alphabet knowledge, phonological awareness, expressive and receptive language, verbal memory, concepts of print, and early writing. Teachers reported growth in children's literacy behaviors from fall to spring and shifts in commonly displayed behaviors from general verbal language in the fall to word-level skills in the spring. Results show that teachers see young children as developing preliteracy skills rapidly, even those children who are expected to have difficulty in the primary grades. This resource is available on the Web at <http://www.ciera.org/library/reports/inquiry-2/2-014/2-014.pdf>.

■ *Child Care Quality: Does It Matter and Does It Need to be Improved?* (2000), by Deborah Lowe Vandell and Barbara Wolfe, Office of the Assistant Secretary for Planning and Evaluations, U.S. Department of Health and Human Services, evaluates the research on child care quality. It concludes that data indicate that child care quality does matter. Children appear happier and more cognitively engaged in settings in which caregivers are interacting with them positively and in settings in which child to adult ratios are low. Children who attend higher quality child care settings (measured by caregiver behaviors, by physical facilities, by age-appropriate activities, and by structural and caregiver characteristics) display better cognitive, language, and social competencies on standardized tests. There is evidence that child care quality is related to children's subsequent competencies. This resource is available on the Web at <http://www.ssc.wisc.edu/irp/sr/sr78.pdf>.

■ *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000), eds Jack P. Shonkoff and Deborah A. Phillips, by the Committee on Integrating the Science of Early Childhood Development; Board on Children, Youth, and Families; Commission on Behavioral and Social Sciences and Education, National Research Council and Institute of Medicine, describes the review by the Committee on Integrating the Science of Early Childhood

Development of an extensive multi-disciplinary body of research covering the period from before birth to entry into kindergarten to generate an integrated science of early childhood development and the role of early experiences. This book synthesizes the literature, elaborates on a number of core concepts of development, and offers recommendations for policy and practice. The committee's conclusions and recommendations are grounded in four overarching themes: (1) all children are born wired for feelings and ready to learn; (2) early environments matter, and nurturing relationships are essential; (3) society is changing, and the needs of young children are not being addressed; and (4) interactions among early childhood science, policy, and practice are problematic and demand dramatic rethinking. This resource is available on the Web at <http://www.nap.edu/books/0309069882/html>.

■ *How People Learn: Brain, Mind, Experience, and School* (2000), by the National Research Council, National Academy Press, presents research about the mind, the brain, and the processes of learning to illustrate the connection between classroom practice and learning behavior. It presents research on human learning, including developments from neuroscience. The focus is also on learning research that has implications for the design of formal instructional environments, primarily preschools, kindergarten through high schools, and colleges. This book offers research about the mind and the brain that provides insight to a number of compelling questions, such as when infants begin to learn; how experts learn and how is this different from non-experts; and what teachers and schools can do with curricula, classroom settings, and teaching methods to help children learn most effectively. This resource is available on the Web at <http://www.nap.edu/html/howpeople1/>.

■ *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (2000), Susan B. Neuman, Carol Copple, and Sue Bredekamp, National Association for the Education of Young Children (NAEYC), includes the 1998 International Reading Association and NAEYC's position statement on learning to read and write. It provides elaborations and illustrations of key points of the statement with respect to instruction, assessment, and policy. It discusses effective teaching practices that address the key dimensions within the child's progress towards fluent reading and writing. Finally, it addresses assessment and policies needed to support effective practices. For additional information, contact NAEYC at 202-232-8777 or on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?stock_No=161.

■ *National Reading Panel: Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction: Reports of the Subgroups* (2000), National Institute of Child Health and Human Development (NICHD), reviews the reports of the subgroups of the National Reading Panel that assessed the status of research-based knowledge concerning reading instruction. The subgroups studied alphabetics, fluency, comprehension, teacher education and reading instruction, and computer technology and reading instruction. It covers children from age 3 to 12th grade. The Executive Summary is available on the Web at <http://www.nichd.nih.gov/publications/nrp/smallbook.pdf>. The *Reports of Subgroups* is available on the Web at <http://www.nichd.nih.gov/publications/nrp/report.htm>.

■ *What Teachers Need to Know about Language* (2000), by Lily Wong Fillmore and Catherine E. Snow, National Center for Education Statistics, distinguishes five functions for

which the prospective educator receives insufficient training: communicator, educator, evaluator, educated human being, and agent of socialization. Topics related to oral and written language are identified. A listing is offered of possible courses or course components that together cover fundamental issues in the education of English language learners and all students for whom literacy and language learning in school contexts might be problematic. These authors assert that basic coursework in educational linguistics is essential for preparing teachers for today's diverse schools. It covers age 3 to 3rd grade. Additional information is available on the Web at <http://www.cal.org/resources/LIE/teachers.html>.

■ *A Commentary On What Teachers Need to Know About Language* (2000), by Sue Bredekamp, Council for Early Childhood Professional Recognition, comments on *What Teachers Need to Know about Language* (2000) by Lily Wong Fillmore and Catherine Snow. The context of early childhood education is described, and the key language issues that teachers of young children are confronted with are identified. The five teacher functions that Fillmore and Snow identify include: communicator, educator, evaluator, educated human being, and agent of socialization. Although oral language development is a primary goal in early childhood programs, the learning experiences and teaching strategies provided do not always support this goal. Preschool programs must work to promote language development in all children. The issue of teacher qualifications in early childhood education must be addressed. Teachers of young children must obtain more education, better compensation, and greater respect. Their role in supporting children's language acquisition alone is the bare minimum of what they have to contribute to children's well-being and future potential. This resource is available on the Web at <http://www.cal.org/resources/digest/0007bredekamp.html>.

■ *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993-1999* (1999), by Christine Winquist Nord, Jean Lennon, and Baiming Liu Westat, National Center for Education Statistics, presents information on the extent to which families are engaged in literacy activities with their 3- to 5-year-olds who are not yet enrolled in kindergarten. It also presents information on signs of emerging literacy, such as whether children recognize letters, can write their own names, or read or pretend to read. The report examines changes in both home literacy activities that families engage in, and signs of children's emerging literacy between 1993 and 1999. The report then examines the association between home literacy activities and signs of emerging literacy in 1999. Data used in the report are from the 1993 and 1999 *National Household Education Surveys*. This resource is available on the Web at <http://nces.ed.gov/pubs2000/2000026.pdf>.

■ *Language and Literacy Environments in Preschools* (1999), by Catherine E. Snow, M. Susan Burns, and Peg Griffin, published by ERIC Clearinghouse on Elementary and Early Childhood Education, discusses the research on preschool literacy environments and their contributions to reading skills development. The overall quality of a child care program has been found to be an important determinant of positive effects on language and preliteracy skills. Studies that have focused on the language environments in preschool classrooms suggest that the quality of adult-child discourse is important, as is the amount of such interaction. Modest enhancements of the quality of classroom experiences show positive effects on children's language development and preliteracy skills. This resource is available on the Web at http://www.ericfacility.net/databases/ERIC_Digests/ed426818.html.

■ *The Social World of Children: Learning to Talk* (1999), by Betty Hart and Todd R. Risley, published by Paul H. Brookes Publishing Company, examines the gradual development of talking in 42 young American children during their first three years of interactions at home. Data were collected each month for 2½ years on the interactions between the children and their parents (i.e., the social dance). Data demonstrate massive differences in the amount of talking that went on across families. No matter what the family socioeconomic status, the more time parents spent talking with their child from day to day, the more rapidly the child's vocabulary was likely to be growing and the higher the child's score on an IQ test was likely to be at age 3. The amount of time the children and parents spent talking together above and beyond what was needed to take care of everyday necessities influenced not only the amount of language experience the parents provided but also the amount of the children's practice using language. For additional information, contact Paul H. Brookes Publishing Company at 410-337-9580 or on the Web at <http://www.brookespublishing.com/store/books/hart-420x/index.htm>.

■ *Start Early, Finish Strong* (1999), by the U.S. Department of Education, looks at what must be done as a nation to address the need for all children to have strong reading skills by 3rd grade. Using current research, it addresses the potential of families to encourage early literacy, the role of early care and education in building skills, the importance of the early elementary years in helping every child become a reader, and strategies for involving citizens, public leaders, and communities in developing early literacy. This resource is available on the Web at <http://www.ed.gov/pubs/startearly/>.

■ *Preventing Reading Difficulties in Young Children* (1998), by Catherine E. Snow and M. Susan Burns, National Academy Press, is a report of the Committee on the Prevention of Reading Difficulties in Young Children. It suggests that empirical work in the field of reading has advanced sufficiently to allow substantial agreed-upon results and conclusions. This research synthesis provides an integrated picture of how reading develops and how reading instruction should proceed. The focus of the review is prevention. It outlines a picture of the conditions under which reading is most likely to develop easily—conditions that include stimulating preschool environments, excellent reading instruction, and the absence of any of a wide array of risk factors. It provides recommendations for further research. This resource is available on the Web at <http://books.nap.edu/books/030906418X/html/index.html>.

■ *Trainer's Manual: Module III: Learning and Development: The Program for Infant and Toddler Caregivers* (1995), by Shelia M. Signer and Sylvia Stein Wright, Far West Laboratory

(WestEd), includes an overview of the Program for Infant and Toddler Caregivers (PITC) and instructions for using the manual and its accompanying videos. The module contains 13 lessons, designed to be covered in one- to two-hour sessions. The first section is “Cognitive Development and Learning.” The second section, “Language Development and Communication,” contains lessons on language in the multicultural child care setting; language development in young infants; language development in mobile infants; and language development in older infants. For additional information, contact Bureau of Publications Sales Unit, California Department of Education at 916-445-1260.

Additional Resource

■ **EdResearch.info**

World Wide Web: <http://www.edresearch.info>

EdResearch.info makes the findings of independent, peer-reviewed, replicated research on reading and writing education, as well as information on publicly reported tests of reading and writing achievement, accessible to parents, educators, and policy-makers so they may make informed decisions about education and educational policies.

The National Child Care Information Center does not endorse any organization, publication or resource.

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